**Figure 5K: Summary Chart of Speaking Performance Expectations**

**Speaking Rubric of the WIDA™ Consortium\***

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| --- | --- | --- | --- |
| **Speaking Rubric of the WIDA Consortium** | | | |
| **Task Level** | **Linguistic Complexity** | **Vocabulary Usage** | **Language Control** |
| **1 Entering** | Single words, set phrases or chunks of memorized oral language | Highest frequency vocabulary from school setting and content areas | When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar |
| **2**  **Emerging** | Phrases, short oral sentences | General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident | When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences |
| **3**  **Developing** | Simple and expanded oral sentences; responses show emerging complexity used to add detail | General and some specific language related to the content area; may grope for needed vocabulary at times | When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse |
| **4**  **Expanding** | A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity | Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident | At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don’t impede the overall meaning of the communication may appear at times; such errors may reflect first language interference |
| **5**  **Bridging** | A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas | Technical language related to the content area; facility with needed vocabulary is evident | Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don’t impede communication and may be typical of those an English proficient peer might make |

Adapted from *ACCESS for ELLs*® *Training Toolkit* and *Test Administration Manuals, Series 103 (2007-08)*

\*English proficiency level 6 is not included in the Speaking Rubric as it is reserved for students whose oral English

is comparable to that of their English-proficient peers.

**Figure 5L: Summary Chart of Writing Performance Expectations**

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| --- | --- | --- | --- |
| **Writing Rubric of the WIDA Consortium (Grades 1-12)** | | | |
| **Task Level** | **Linguistic Complexity** | **Vocabulary Usage** | **Language Control** |
| **1 Entering** | Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language. | Usage of highest frequency vocabulary from school setting and content areas. | Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text. |
| **2**  **Emerging** | Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced. | Usage of general language related to the content area; lack of vocabulary may be evident. | Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors. |
| **3**  **Developing** | Simple and expanded sentences that show emerging complexity used to provide detail. | Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident. | Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text. |
| **4**  **Expanding** | A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity. | Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident. | Generally comprehensible at all times, errors don’t impede the overall meaning; such errors may reflect first language interference. |
| **5**  **Bridging** | A variety of sentencelengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization | Usage of technical language related to the content area; evident facility with needed vocabulary. | Approaching comparability to that of English proficient peers; errors don’t impede comprehensibility. |
| **6 Reaching\*** | A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization | Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language. | Has reached comparability to that of English proficient peers functioning at the “proficient” level in state-wide assessments. |

Adapted from *ACCESS for ELLs*® *Training Toolkit* and *Test Administration Manuals, Series 103 (2007-08)*

\*Level 6 is reserved for students whose written English is comparable to that of their English-proficient peers.